

Comprehension task (through either Writing or Speaking) - Receptive Skill

Objective A: Comprehending spoken and visual text

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and emotional response with evidence and examples from the text

Comprehending spoken and visual text encompasses aspects of **listening and viewing**, and involves the student in constructing meaning and interpreting **spoken and visual text** to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the spoken and visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

Possible prompts consist of **Oral text + Visual Text**

TV programme, Internet news, TV commercials, Weather forecast, Face-to-face interview, Speech, Drama performance, Movie excerpts, Animation, Facebook videos, Promotional videos, Debate, Music videos, Oral demonstration, Documentary, Webcast, TED talk, Micro film

Conventions in this task might include, but not limited:

Ambient sound/silence, body language, camera work/cinematography, colour, composition, costume, dialogue, editing, lighting, music, narrative/voice-over, props, sound effects, special effects, structure, use of voice, animated character

PHASE	Strand of the criterion	Question types
PHASE 1	<p>Identify basic facts, messages, main ideas and supporting details in everyday situations</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions-using “What”, “Who”, “Where”, “When”—to ask for factual information in texts.</p> <p>Include questions using verbs such as: identify; list; name; select; describe; label; match; draw; define; locate; state information; recall</p> <p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • true or false exercises • multiple-choice questions • short-answer questions (for example “In one sentence describe...”) • table-filling exercises • gap-filling exercises • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts; - two halves of one sentence relating to ideas in the text. <p>Questions could include:</p> <ul style="list-style-type: none"> • Describe the visual text using your own words.

		<ul style="list-style-type: none"> • What do you think the visual text is trying to tell you? • Tell about three events that happened in the story. • Describe what you see/feel? • What are the three facts from the text?
	<p>Recognize basic conventions</p> <p><i>*Recognize: Identify through patterns or features.</i></p> <p>Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Identify features of the text (比如教学视频：情景设置，主题，对话，语言点…) • Identify the type of text and its basic components • What kind of visual text is it? (A TV advertisement, webcast, a debate.) Give examples from the text that tell you this.) 这篇材料是…… • Who would view this visual text? 这篇材料要给谁看? <p>The student's response must be relevant to the text or be able to be deduced from information in the text.</p> <ul style="list-style-type: none"> • Why do you think...? • How would you feel if this happened to you? • Have any of the events in this story ever happened to you? • Would you like to be [character in the text]? Why? Why not? • How is your family the same or different to the one in this picture? • What is the advertisement perusing you to do? • Do you know any people like the ones in this scene? • Do you have pets? What do you think is the best way to protect animals?
PHASE	Strand of the criterion	Question types
PHASE 2	Show understanding of messages, main ideas and supporting details in familiar situations	<p>Questions-using “What”, “Who”, “Where”, “When”—to ask for factual information in texts.</p> <p>Include questions using verbs such as: identify; list; name; select; describe; state; match; outline; put in order; classify; explain; sequence; give examples.</p> <p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • true or false exercises • multiple-choice exercises • short-answer questions (for example, “In one short sentence describe...”) • table-filling exercises

		<ul style="list-style-type: none"> • gap-filling exercises • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts; - two halves of one sentence relating to ideas in the text. <p>Questions could include:</p> <ul style="list-style-type: none"> • What does Bob think of school? (Ensure this information is stated in the passage.) • Give three examples to support the fact that Katy doesn't like science class. • In two sentences, describe what this text is about. (Answer could be something like: "It's a cartoon picture about a character called Bobby and his day at school.") • Describe the picture using your own words. • What do you think the poster is trying to tell you? • Describe what you see/feel?
	<p>Recognize basic conventions</p> <p><i>*Recognize: Identify through patterns or features.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Why has this text been created? What are some features that make you think this? Does the text present an idea or information about something? <p>Students are also expected to <u>deduce</u> the meaning of words from their visual context or identify the type of visual text and its purpose and audience.</p> <ul style="list-style-type: none"> • Briefly describe the layout. • In two sentences, identify the type of visual and its basic purpose. (The answer could be something like: "It's a political campaign. The speaker wants us to vote for her.")
	<p>Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • After watching this video, do you think...? Justify your response with information from the text. • Using information provided in the text, if you wanted to help protect the koalas, what could you do? • Why is it better for animals to be left in their natural habitat rather than be shifted to other places? Support your answers with information from the text. • Is there a lesson to learn from this text? What is it?
PHASE	Strand of the criterion	Question types
PHASE 3	Sow understanding of	Questions-using "What", "Who", "Where", "When"—

	<p>information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations</p>	<p>to ask for factual information in the text and “How” to draw some simple conclusions. Questions relating to information or opinions where some language is unfamiliar or where the ideas are more complex. Students must draw conclusions from the text and explain their opinion in greater detail.</p> <p>Include questions using verbs such as: retell; paraphrase; explain; give examples; describe; summarize; draw conclusions; sequence; illustrate; interpret; compare.</p> <p>It could still be appropriate to include some of the following types of questions:</p> <ul style="list-style-type: none"> • multiple-choice questions • short-answer questions (for example, “In one short sentence describe...”) • gap-filling exercises • word matching: • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts. <p>Questions could include:</p> <ul style="list-style-type: none"> • What did you conclude from the text? • Can you group by characteristics such as...? • When did ...happened? • How would you describe...? • Can you list the three...? • Give two examples of..., • Can you tell why...?
	<p>Understand conventions</p> <p>*Understand: <i>Comprehend the meaning or significance of something and explain it in a different way.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What is the setting? • What is the mood? • What is the text type? Give two reasons why you think this? • Questions about the type, purpose, audience of the text • Questions about the features of the text and its effect • Explain why the creator has decided to...? • What do you think the author choose this type of music?

	Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions <i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i>	Questions could include: <ul style="list-style-type: none"> • What is creator's attitude towards the topic? • Express a personal response to events, ideas, characters, messages in the text and explain why they think or feel that way. • What is the focus of the text? How does it make you feel about...? • What do we learn/find out the culture of...from the film/video/animation?\ • What can you tell the viewpoint of the creator? • What is the focus of the text? How does it make you feel about? • What do we learn/find out the culture of...from the text? • What would you have done if you were...? • What do you think was interesting about...? • Tell an opinion from the text.
PHASE	Strand of the criterion	Question types
PHASE 4	Construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations <i>*Construct meaning: Create an understanding about something; infer and interpret facts, an opinion, an idea or an event that has been read, viewed, listened to.</i>	<p>Questions should ask students to identify and infer facts, an idea or an event, implied opinions and attitudes within the text. It is necessary to remind students that their detailed explanation, or reference to the text, is very important.</p> <p>Include questions using verbs such as: explain, give examples, illustrate; summarize; draw conclusions; infer; discuss; restate; predict; interpret; report; conclude</p> <p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • choosing which of a number of sentences are true according to the text • gap-filling exercises based on comprehension of the text • Identifying related ideas that are in different parts of the text or specific content items or true sentences according to the text, or whether an explanation or definition is true or false, and riding the evidence for this in the text • Matching summary sentences with different parts of the text, or words or phrases from the text with definition. <p>Questions could include:</p> <ul style="list-style-type: none"> • Give three reasons to support the author's opinion of the video that this university is well suited to international students. • Based on...what do you think...? Explain. • This product is healthy and popular with school children. Support or oppose this statement, using examples from the text.

		<ul style="list-style-type: none"> • How would you rephrase the meaning? • From the information given, can you develop a set of instructions about...? • Would this information be useful if you had a...? • Can you apply the method used to some experience of your own? • How would you solve...using what you've learned?
	<p>Interpret conventions</p> <p><i>*Interpret: Use knowledge and understanding to recognize trends and draw conclusions from given information.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Who is the intended audience of this video? How do you know? • What effect do you think the creator was aiming for by using...? Support your answer with examples. • What does the producer want us to feel/think about...? • How does the layout help...? • What words give you that impression? • How do the body language help you to understand, e.g. the behavior of characters? • How did the language used reflect the history context in the text? • What is the function of...?
	<p>Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What conclusions are drawn? Give examples in the text that help you think this. • What evidence or examples does the authro give to support his or her opinion, argument, ideas, viewpoint? • Would you recommend this film/drama performance/music video to someone else? Why? Why not? • Do you agree with...’s opinion? Explain. • What can you tell about the viewpoint of the author? • What does the author think about...? • What is your opinion? What evidence to you have to support your view? • Using evidence from the text can you tell me what you feel about...? • Based on what you see, what do you think about...?
PHASE	Strand of the criterion	Question types
PHASE 5	Analyse and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar	Perhaps a few or a series of visual texts, or a more complex visual with written or oral text, may provide more opportunity for analysis and evaluation (for example, television commercials, news reports, documentaries may provide more opportunity for

	<p>situations</p> <p>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</p>	<p>analysis.)</p> <p>Include questions using verbs such as: compare and contrast; classify; infer; categorize; prioritize; select; examine; interpret; comment on; break down; deduce; illustrate; reorganize; distinguish; conclude</p> <p>Questions could include:</p> <ul style="list-style-type: none"> • Based on the purpose of this campaign, what do you think is the role of the background music? Give at least two examples to support your conclusions. • Based only on the final written text at the end of the commercial, what is the most important message for the audience? Explain, making direct reference to the actions of the child at the beginning of the TV ad. • What do you see as other possible outcomes? • Can you compare your...with that presented in...? • Can you distinguish between...? • Where are some of the motives behind...?
	<p>Analyse conventions</p> <p>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Give examples of techniques and effects the creator has used to communicate his or her message, ideas, point of view • Ask the student to analyze the text type and features used to connect with an idea or emotion • The producer has purposefully...Why do you think he or she did this? • What effect do you think the producer was aiming for by using...? Support your answer with examples. • What does the creator want us to feel/think about...How does the creator make us think/agree/feel sad or shocked/understand? • How does the producer of the text get us to connect with it (the angle or position of the image and text; the expressions of the people in the visual text; are the images real or abstract?)? • Are color, lighting or special effects used? Does the color used create a certain effect? Is sound used, and if so, what effect does it create? • What opinion do you form from the images in the text (good person, bad person, happy, sad, cultural stereotype?) • What conclusions do you draw from the image and the text? How does this text make you feel? • What is your response to this text? Do you think your response is affected or influenced by the

		image?
	<p>Engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions from a global perspectives</p> <p><i>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What is the main point the producer is trying to make? • What is the producer's viewpoint on this issue? • How does the producer feel about this issue/matter? Give examples from the text to support your answer (for example, the voice; use of the first, second or third person; emotional tone; objective or subjective tone of the text; images and imagery used) • Compare yourself to the person in the...Image you are... • How do we know the child is...Why does he feel this way? What would you have done if you were in his shoes? • What is your perspective on this issue? Refer back to points made and examples given in the text, as well as personal experience, to illustrate your opinion.
PHASE	Strand of the criterion	Question types
PHASE 6	<p>Evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations</p> <p><i>*Evaluate: Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</i></p>	<p>Questions should ask students to <u>analyze</u> language, content, structure, meaning and significance of both familiar and previously unseen texts; <u>detail</u> the effects of a producer's choices on an audience; <u>express</u> an informed and independent response to texts; <u>identify</u> conventions and features and use the terminology in their responses.</p> <p>Include questions using verbs such as: define, give examples, compare and contrast; argue; give reasons for; judge; justify; criticize; consider; conclude; critique; summarize; appraise; suggest; decide; evaluate</p> <p>Perhaps a few or a series of visual texts, or a more complex visual with written or oral text, may provide more opportunity for analysis and evaluation (for example, television commercials, news reports, documentaries, webcasts, short films, TED talks</p>

	<p>Interpret the author's choice of style, format and ideas to suit an intended audience and purpose</p> <p><i>*Interpret: Use knowledge and understanding to recognize trends and draw conclusions from given information</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What are the ideas, messages, attitudes presented by the producer? What is the producer trying to tell us? How has he or she expressed this meaning/opinion/concept? • What is the tone of the text (formal, sarcastic, ironic, aggressive, familiar, charming, rude, enthusiastic?) • What does the tone of the text tell us about the meaning and the creator's attitude towards...? • Provide a list of words, images or extract from the text: <ul style="list-style-type: none"> - Why has the presenter used these words? - Who is the audience? What are the viewers? What has the presenter done to get the interest of the viewer? Why has the producer chosen these words/these images/this layout and presentation? • How does the author of this presentation create mood through the visuals that contradict the spoken message?
	<p>Engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions from a global perspectives</p> <p><i>*Evaluate: Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Is there a better solution to...? • Judge the value of...What do you think about...? • Can you defend your position about...?(compare) • Do you think...is a good or bad thing? • How would you have handled...? • What changes to...would you recommend? • Do you believe...? How would you feel if...? • How effective are...? • What are the consequences of...? • What influence will...have on our lives? • What are the pros and cons of...? • What is...of value? • Do you agree with the actions/outcome...? What is your opinion of...? • How would you prove/disapprove...? Can you assess the value or importance of...? • How could you evaluate...? How would you compare the ideas...? the people...? • What choice would you have made? • What makes this a successful text? What evidence to you have to justify your opinion? • Which is better and why? • What are the alternatives?